



# California Commission on Teacher Credentialing Newsletter

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## *Commission Selects Dr. Sam Swofford As Its New Executive Director*

After an extensive nationwide search, the Commission on Teacher Credentialing selected Sam W. Swofford, Ed.D. to serve as its new Executive Director. Dr. Swofford officially took over the reigns from Interim Director Dr. Ruben L. Ingram on April 1, 1996. "We are delighted to have secured someone with Dr. Swofford's understanding of California public education and teacher preparation," stated Dr. Verna B. Dauterive, Chair of the Commission, "and we are even more delighted that we will be able to utilize his leadership abilities as our Executive Director. He has extensive 'hands on' experience with school programs, such as the Beginning Teacher Support and Assessment Program which the Commission administers with the California Department of Education. This will serve him in good stead in this important statewide role."

Dr. Swofford, who received his doctorate in school administration from the University of San Francisco, is a California educator with over twenty years of experience as a teacher, personnel services manager, assistant superintendent and

school district superintendent. He most recently served as an education and labor relations consultant specializing in leadership training, employer-employee relations and personnel administration at Swofford and Associates, a private consulting firm.

As Superintendent of Schools for the Lodi Unified School District, Dr. Swofford demonstrated his experience in developing and implementing innovative instructional programs for a diverse student population, year-round education programs for Grades K-8, a full range of education opportunities for exceptional children, extensive bilingual/bicultural/ESL and GATE programs, and effective partnerships with public and private organizations. Dr. Swofford also oversaw an expansive school building and reconstruction program and initiated a district-wide Future Facilities Task Force.

Dr. Swofford's appointment as Executive Director of the Commission builds upon an already-established relationship with the agency. From 1990-1992, he was a member of the Commission's Committee of Credentials, the statutory body comprised of seven volunteer members appointed by the Commission to monitor the moral fitness and professional conduct of credential applicants and holders. He has been a member of many professional and civic organizations including serving as the Legislative Representative for the Association of California Urban School Districts, and a Legislative Designee for the 1994 California Education Summit. Dr. Swofford also served as a Foundations Advisory Board member and a Department of Educational Administration member at the University of the Pacific in Stockton.



***Dr. Sam Swofford,  
Executive Director with  
Dr. Verna Dauterive,  
Chair of the Commission***

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***Dr. Verna B. Dauterive  
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### **Contents:**

CLAD/BCLAD Exams.....	page 13
Commissioner Kuhn.....	page 4
Critical Thinking.....	page 4
Executive Director Swofford.....	Page 1
Internet.....	page 14
Legislative Update.....	page 15
Liberal Studies Conference.....	page 11
Parent Involvement .....	page 9
Reading Task Force.....	page 10
SB 1422 Review.....	page 8
School Violence .....	page 5
Single Subject Standards.....	page 12
Single Subject Assessments...	page 10
Special Education Standards....	page 6
Waiver Workshops.....	page 4



## ***A Message From the Chair***

It is with great pleasure that I welcome Dr. Sam W. Swofford to his new position as Executive Director of the Commission on Teacher Credentialing. The Commission faces many challenges this year and will undoubtedly face many more in the years to come. The Commissioners and I have every confidence that Dr. Swofford has the skills, talent and commitment to usher the Commission through difficult times and to lead the agency toward a position of strong and positive leadership in improving education state wide.

One of the greatest challenges the Commission currently faces is one mandated by Senate Bill 1422. The Commission has been asked to undertake a comprehensive review of teacher credentialing with the intent of discovering which aspects of the current credentialing program and process are successful and which aspects need to be changed to create a more effective approach to preparing California teachers. As has been discussed in earlier issues of the CTC Newsletter, the Commission appointed an exemplary Advisory Panel to guide this reform effort, which examines teacher preparation from recruitment and pre-service programs through induction and professional growth and development. Along with the ongoing work of the panel, several Substudy Task Forces have been preparing information for the Advisory Panel to help focus attention on areas that are considered crucial to teacher credentialing programs. The Advisory Panel has heard from several of these Substudy Task Forces already and will be considering information from others in the near future. Under consideration are issues in the areas of reading, mathematics, parent-involvement, critical thinking, school violence, gender equity, health, mainstreaming, technology in the classroom, and self-esteem. The Advisory Panel will discuss the most effective use of this information as it relates to the credentialing system and teacher education program design, and will report to the Commission later this year.

Another challenge the Commission has embraced is one that involves the effective teaching of reading. Concerned by reports that California school children scored among the lowest in the nation in reading on the National Assessment of Educational Progress, the Commission has chosen to take a leadership role in assuring that California teachers are prepared to teach reading in a comprehensive manner that is research-based and includes the study of explicit skills including phonemic awareness, and direct, systematic, explicit phonics. In this issue of the Commission Newsletter you will read about the Commission's Technical Advisory Task Force on Teacher Preparation for Reading Instruction and its four tasks. The Commission is also supporting Governor Wilson's budget recommendation that the Commission develop an assessment of knowledge and skill in reading instruction for credentialed teachers who wish to earn the newly proposed Miller-Unruh reading certificate. A passing score on this assessment will also partially fulfill requirements toward a full Reading and Language Arts Specialist Credential.

In conjunction with the State Superintendent of Instruction and the State Board of Education, the Commission has endorsed an advisory to all school districts and county offices of education entitled "Teaching Children to Read - A Balanced, Comprehensive Approach to Teaching Reading in Pre-Kindergarten to Grade Three." The advisory offers information on important research in the field of reading instruction and features practical guidelines and resources for classroom application and in-service workshops. I highly recommend this advisory to anyone who is interested in the improvement of reading instruction.

My fellow Commissioners and I look forward to our many upcoming challenges and we are certain that, with the help of our new Executive Director, we will meet these challenges with the thoroughness and effectiveness that is the standard for all Commission work.

Verna B. Dauterive, Ed.D.  
Commission Chair

**Copies of the publication *Teaching Children to Read* mentioned in Dr. Dauterive's column are available for \$5.25 each, plus shipping and handling charges. California residents are charged sales tax. Telephone orders will be accepted toll-free (1-800-995-4099) for credit card purchases only. Orders may be sent to:**

**Bureau of Publications  
Sales Unit  
California Department of Education  
P. O. Box 271  
Sacramento, CA 95812-0271**

***"The professionalism of  
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most impressive."***

## ***A Message From the Executive Director***



When I was informed that I had been chosen as the new Executive Director of the Commission on Teacher Credentialing, I was told that I should be ready to *"hit the ground running."* That advice has proven to be more than accurate. I am finding my new position as Executive Director of the Commission both daunting and exhilarating. Luckily, I have been given tremendous support from the Commissioners and the Commission staff. That support has allowed me to take a leadership role within the educational community and to continue the Commission's business with little or no interruption.

The professionalism of my new colleagues is most impressive. As a former School District Superintendent, I am aware of how a good staff can give the extra effort to make their work superior rather than merely acceptable. My experience with the Commission has shown me that the Commissioners and the staff, throughout the agency, are committed to excellence. I have been most pleased by the concern that all those who stand to be affected by Commission decisions and Commission work are given a voice and are fairly heard when their opinions are expressed.

My participation in the many challenging projects and policy decisions that are a part of daily business at the Commission has given me a good view of the planning and conceptualizing that must take place before the serious questions at hand can be examined. Most impressive is the massive effort taking place as part of the study currently underway by the SB 1422 Advisory Panel for the Comprehensive Review of Teaching Credential Requirements. This esteemed panel has the arduous task of reviewing all aspects of the current Multiple and Single Subject Teaching Credential Programs and reviewing all aspects of preparation that might be appropriate for future inclusion in newly configured programs. The panel, itself, must decide what content material is important to review in depth and which possible structural configurations to consider for the credentials, and the Commission staff must provide all information requested by the panel. I have been impressed with the fine coordination between the panel and staff and know that the final product of this, the most comprehensive examination of credentials the Commission has undertaken, will reflect in its quality the concentrated efforts of the panel members and the staff.

I am experiencing this same sense of quality and commitment to problem solving in an equitable and effective manner as the Commission examines teacher preparation in reading instruction. The Commission recently distributed course content surveys to instructors of reading courses and reading-related courses both within Multiple Subject Credential Programs and within Elementary Subject Matter (Liberal Studies) Programs at all California institutions of higher education. Surveys of the techniques for assessing student teachers in their ability to teach reading have also been mailed. The Commission will distribute the results of this study to the Legislature and will use the results to inform the decisions of the Advisory Task Force as they examine teacher preparation in the area of reading instruction.

I am greatly appreciative for the opportunity to lead such a dedicated and hard-working group of individuals and I look forward to contributing my best in the effort to provide quality education for the children of California.

Sam W. Swofford, Ed.D.  
Executive Director

# The Commission Welcomes Patricia A. Kuhn



**Patricia A. Kuhn**

The Commission on Teacher Credentialing welcomed its newest member at its February, 1996 meeting. Patricia A. Kuhn, who fills a position for an elementary school teacher on the Commission, earned a bachelor of science degree in education from the University of Oregon, Eugene, and a Master of Arts Degree in educational administration from the University of San Francisco. She has been a teacher in the Oakdale Union Elementary School District since 1968.

Always active in community affairs, Ms. Kuhn served two years as a member of the Oakdale City Council and was elected mayor in 1994. She was named "Woman of Distinction" in 1995 by the Oakdale Soroptomists International and is a member of several organizations including: California Elected Women for Education and Research; Stanislaus County Commission for Women; Stanislaus County LAFCO; the California Teachers Association; the National Education Association; and the League of California Cities and Local Government Commission.

Ms. Kuhn has already made significant contributions to the Commission on Teacher Credentialing by bringing her viewpoints as an elementary teacher and civic leader to the issues at hand. Her contributions are most welcome.

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## Study Examining the Preparation of Teachers for Critical Thinking

On September 29, 1994, Governor Wilson signed legislation authored by Senator Leroy Greene (SB 1849) directing the Commission on Teacher Credentialing to conduct a study of teacher preparation programs to assess the extent to which these programs prepare candidates for teaching credentials to teach critical thinking and problem solving skills in elementary and secondary schools.

During the spring of 1995, Commission staff began to conceptualize a study design that would yield descriptive information on course content and teaching practices being employed by postsecondary faculty to train teacher candidates. With assistance from the Center for Critical Thinking at Sonoma State University, a protocol was designed for use in telephone interviews with a cross-section of faculty members who teach education classes and subject matter courses in public and private colleges and universities in California.

During the study planning process, a decision was made to design respondent selection procedures in such a way as to assure that information collected would be generalizable to all faculty preparing teachers across the state. To accomplish this objective, two statewide probability samples were designed: a sample of teacher education faculty, and a separate sample of arts and sciences faculty who are teaching courses in Commission-approved subject matter programs.

Indepth interviews have now been completed with 140 faculty members located at 57 colleges and universities throughout California. Analysis is focusing on incidence levels for specific instructional practices, the relationship between individual practices and particular conceptions of critical thinking, and an evaluation of the adequacy of preparation of teacher candidates to teach critical thinking skills to K-12 students. Case studies of exemplary practices in such areas as program design, course design, assessment of teaching for critical thinking, and teaching strategies will also be presented in the final report.

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## Waiver Workshops

Ten waiver workshops were conducted throughout California during February and March by Dale Janssen, Program Analyst, and Bobbie Fite, Assistant Consultant, both staff members of the Certification, Assignment, and Waivers Division of the Commission on Teacher Credentialing.

At the two hour workshops, staff introduced a Waiver Handbook, a newly published resource that includes all of the current information about the waiver process; when to submit a waiver, criteria for all waivers, the denial process, and all forms that are necessary for a waiver request. Individuals who would like a copy of the Handbook may obtain one by writing the Waiver Unit at the Commission office.

Over 560 personnel representing public school districts, county offices of education, and non public schools attended the workshops.

Mr. Janssen and Ms. Fite conducted one additional waiver workshop at the California Association of Private Specialized Education and Services Conference held on Saturday, April 20 at the Asilomar Conference Center in Pacific Grove.



# Commission Moves to Implement School Violence Report Recommendations

The Commission is implementing the recommendations in its recent report entitled *Creating Caring Relationships to Foster Academic Excellence: Recommendations for Reducing Violence in California Schools*. This report included specific ideas for 20 distinct groups of educators and others who have responsibilities related to school safety. The Commission is currently sponsoring several activities to implement the report's recommendations.

The agency's key strategy is to identify existing programs, projects, or activities that are implementing the recommendations. Regional meetings are currently underway to:

- A. document these existing programs, project or activities;
- B. document the measurable impact these programs, projects or activities are having on their "target communities;"
- C. assess the "sustainability" or viability of these efforts and the levels of local institutional support for them; and
- D. assess the "transferability" of these efforts to other school communities and regions.

The Commission is helping the sponsors of these programs and projects to document and refine their efforts, and to develop instruments to measure their impact. Exemplary programs and practices are being studied in preparation for regional conferences where the sponsors of local programs and projects will share successful strategies with increasing numbers of concerned educators and other citizens. Some of the conference planners are identifying appropriate models to describe at the regional conferences. Others are developing and refining local programs, projects or activities to be showcased at the forthcoming conferences.

Tentative plans have been made for regional conferences in the Sacramento Region in late October, 1996, in the San Francisco Bay Area on January 16, 1997, and in the Los Angeles region in late January or early February, 1997. Additional conferences are also being planned for the San Diego and Merced-Fresno regions.

While the conferences are being planned, the Commission is developing a *School Safety Resource and Idea Guide* that will be refined at the regional conferences for subsequent use in communities throughout California. This "user-friendly" guide will include a listing of resource people with addresses and telephone numbers, brief descriptions of successful programs and projects, and specific examples of what teachers, administrators, university professors and law enforcement personnel (among others) can do to address school violence problems in California.

In the *Resource Guide*, information is being organized around the recommendations in the Commission's published report. For ex-

ample, Recommendation Two for Teachers in the report states that "teachers should be instructed in the knowledge and skill necessary to build a safe, positive and nurturing school climate." The *School Safety Resource and Idea Guide* will include specific examples of how this is being done successfully in particular schools.

Another example in the report is Recommendation Two for College and University Personnel: "Those who train educators should structure coursework to promote active problem-solving about school violence issues including how schools can be restructured to decrease conflict, aggression and violence." The guide will describe how a California professor's curriculum is currently meeting that objective.

A third example is Recommendation One for Law Enforcement: "They should train school resource officers to be familiar with and sensitive to the school climate and culture. They should also be a part

of the safe school planning process." A brief description of how this is currently being done by a local law enforcement agency will be included in the guide.

Participants in the regional conferences will receive the *School Safety Resource and Idea Guide*. Another purpose of the Commission's school safety effort is to identify recommendations in the published report that are not being implemented by any local programs or projects.

At the regional conferences, the

Commission will encourage the initiation of programs, projects or activities to address the "gaps" in California's existing strategies to foster school safety.

Individuals who would like to assist in planning the regional conferences or the Resource Guide should contact Joseph Dear, Consultant, Professional Services Division, at (916) 327-1461.

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## ***Definition of Violence***

***Violence is a public health and safety condition that often results from individual, social, economic, political and institutional disregard for basic human needs. Violence includes physical and nonphysical harm which causes damage, pain, injury, or fear. Violence disrupts the school environment and results in the debilitation of personal development which may lead to hopelessness and helplessness.***

***Commission on Teacher Credentialing School Violence Report, October, 1995***

# New Professional Standards in Special Education and Clinical Rehabilitation

On April 5, 1996, the Commission adopted a comprehensive set of *Standards of Program Quality and Effectiveness* to implement a new credential structure in special education and clinical rehabilitation. These standards and the accompanying preconditions will be the basis for evaluating and accrediting all special education and clinical rehabilitative credential preparation in the future.

The new credential structure and standards are based on research and consultation that were conducted by the Professional Services Division beginning in 1990. The new credential structure was adopted by the Commission in 1993. The 1996 standards will serve as the primary basis for implementing the new credential structure. Two prominent changes in the new structure are (a) dropping the requirement that special education candidates also earn Multiple or Single Subject Credentials, and (b) requiring special education candidates to earn professional credentials in two stages: Preliminary Credentials (Level I) and Professional Credentials (Level II). Two phases or levels of training are important because special education teachers are increasingly expected to act as consultants and collaborators with general educators in mainstream settings. To meet the growing needs of schools, preparation experiences need to occur earlier in the educational careers of prospective teachers.

## Preliminary Level I Education Specialist Credentials

The major purpose of the Preliminary Level I Program is to prepare individuals to perform the responsibilities of entry-level special education teaching positions in a variety of settings. Programs include coursework and field experience in both special education and general education.

In the Preliminary Level I Education Specialist Standards, key elements include (1) "core" standards to be required for all Special Education Credentials and Clinical Rehabilitative Credentials, (2) additional core teaching standards that apply to all Special Education Credentials, (3) credential-specific standards for each Special Education Credential, and (4) field experiences in both general education and special education settings. The Commission's *Study of Competencies Needed By Beginning Special Education Teachers* identified 39 common competencies that are needed by all special education teachers. The Advisory Panel agreed that establishing a core curriculum in special education teacher preparation would foster greater integration of instructional and other services to children and youth with disabilities. A streamlined credential structure that is based on a core curriculum for all prospective special education teachers could also help to alleviate the critical shortage of teachers while strengthening the expertise and competence of all teachers.

Level I program standards address the core skills and knowledge that are needed by all special educators, and a cross-section of competencies needed to serve students within each credential area. Program length is determined by individual colleges and universities whose programs are based on state standards. All candidates completing Preliminary Level I Preparation Programs will need to complete a Professional Level II Special Education Credential Program within 5

years of the date of issuance of the Preliminary Level I Credential, including the Clear Credential requirements mandated by state law, if these have not already been completed.

Upon completing the Preliminary Level I Program, receiving an institutional recommendation and submitting an application and fee, the candidate will receive a preliminary *Certificate of Eligibility* if the individual does not already have a teaching position in special education. The certificate is appropriate for candidates who may not immediately seek teaching positions due to moving out-of-state, family issues, or other reasons. The five-year time clock on the term of the credential will not begin until the individual has a special education teaching position. The preliminary certificate will authorize one to seek initial employment as a special educator, but will not authorize ongoing teaching service.

When a candidate is offered a job, the employer will sign a *Verification of Employment* Form. No institutional recommendation will be needed to move from the Certificate of Eligibility to the Preliminary Level I Credential since recommendation for the credential will have been part of the application for the certificate. Only a verification of employment and a commitment to complete the Level II Program will be required on the form to be provided by the Commission. If a candidate has a teaching position when the Preliminary Level I Preparation Program is completed, as is the case with many special education teachers on Emergency Permits, there will be no need to apply for a Certificate of Eligibility. In this case, the Verification of Employment Form will be completed and sent to the Commission with the credential application, and the preliminary credential will be granted immediately.

The Commission anticipates that the *Verification of Employment* Form will accomplish three purposes:

1. Inform employers of their responsibilities related to each new teacher in completing an individual induction plan and to formally designate an individual to serve as a support provider for each new special education teacher.
2. Inform candidates of their responsibilities to complete Professional Level II Programs, to develop individual induction plans in consultation with the IHE and the support providers, and to submit the plan to the IHE and employer within the first year.
3. Prompt the Commission to grant Preliminary Level I Specialist Credentials, which will start the five-year timeline to complete Professional Level II Programs.

## Professional Level II Education Specialist Credentials

In the new special education credential structure, Professional Level II preparation is intended to enable new teachers to apply their Level I preparation to the demands of a professional position while also fostering advanced skills and knowledge. In adopting new certification policies in 1993, the Commission anticipated that Level II would include academic requirements, an individualized induction plan

*See Special Education on Page 7*

## Special Education *Continued from Page 6*

with a support component, and an option to allow some requirements to be met with non-university activities. This approach to professional preparation is consistent with the Commission's focus on induction and professional growth, which is evident in both the Professional Administrative Services Credential Program standards and the Beginning Teacher Support and Assessment Programs for new classroom teachers.

One major purpose of the Professional Level II Program is to provide a mechanism for the successful induction of new professionals. The Preliminary Level I Program will establish initial direction for each candidate's Professional Level II Individual Induction Plan, for the purpose of articulating Level II instruction with that provided in Level I. The emphasis of Level II will be to move the special educator beyond the functional aspects of teaching to more advanced coursework and reflective thinking about his or her role in providing effective instruction and an environment for student success. The essential features of the Level II Program include:

**Development and Administration of the Induction Plan.** As soon as possible, but no later than 120 calendar days of service on the Preliminary Level I Education Specialist Credential, the beginning teacher, the employer, and the institution will collaboratively design an induction plan. This plan will include any academic requirements that apply to all teachers in the program, plus individualized studies and consultations to address the new teacher's needs. The candidate will enroll in an approved program for the Professional Level II Education Specialist Credential before the induction plan is completed. The period of induction with a support provider should be at least one full year while the new teacher is employed in a special education position.

**Support Activities.** The beginning teacher's Professional Induction Plan will include consultations with an assigned support provider, who will meet periodically with the new special education teacher to review class plans, discuss instructional practices, and decide on ways to apply principles that the teacher learned in Level I preparation. As a basis for professional development consultations, the support provider and the new teacher will also view each other's classes from time to time. The support provider will be involved in the ongoing assessment and completion of the Individual Induction Plan, not in the evaluation of new teachers for the purpose of making employment decisions.

**Academic Requirements.** Each holder of the Preliminary Level I Credential will, as part of the Level II Professional Induction Plan, complete a sequence of academic coursework developed by the IHE according to Commission standards. The content of these courses will be advanced, will build on the knowledge base that was established in the Level I Program, and will contribute to effective practice. This coursework may also be part of an advanced degree program, such as a Master's Degree.

**Non-University Activity Option.** The Professional Induction Plan may include other professional development activities, composing up to 25% or one-quarter of the total Professional Level II Program, which will be agreed upon by the credential holder, the employer and the IHE. Program length is determined by individual colleges and universities whose programs are based on state standards. These activities must meet the quality assurances of the Professional Level II standard related to Inclusion of Non-University Activities. Each IHE will develop a list of existing activities that would be acceptable for a Professional Induction Plan (i.e., summer institutes, short courses offered at conferences, semester or year-long inservice programs offered by county offices, SELPAs or districts). Each institution providing a partial list will

inform candidates and employers of the types of non-university activities that are acceptable. The activities may be given academic credit by an IHE, but granting academic credit is not required.

Completion of Professional Level II preparation is required for the Specialist Teaching Credentials only. Clinical Rehabilitative Services Credentials will not require Level II preparation because Speech and Language, Audiology, and Orientation and Mobility Programs already require a Master's Degree to meet their respective national accreditation standards.

### TIMEFRAME FOR IMPLEMENTING SPECIAL EDUCATION STANDARDS AND CLINICAL REHABILITATION STANDARDS

<b>May 1996</b>	The Commission's Executive Director distributes adopted standards and implementation plans to affected institutions, departments, agencies and organizations.
<b>June 1996</b>	Commission staff conducts regional meetings to discuss implementation of new standards, including their impact on current credential holders and teacher assignments. The staff selects, orients, and trains program review panels consisting of post-secondary educators and practitioners to review university programs.
<b>July 1996</b>	The Commission considers amendments to Title 5 regulations to implement the new special education structure.  In response to standards, institutions may submit programs for review on or after July 1, 1996. Once a new program is approved, all candidates who were not previously enrolled in an "old" program must enroll in a "new" special education program. Candidates may complete an old program only if they enrolled in it (1) prior to July 1, 1998, or (2) prior to the commencement of the new program at their campus (whichever occurs first).
<b>1996-97</b>	The Committee on Accreditation begins the initial accreditation of programs submitted under new Special Education Standards and Clinical Rehabilitation Standards.
<b>1997-98</b>	Staff, review panels, and the Committee on Accreditation continue to review new programs based on the adopted standards.
<b>July 1, 1998</b>	"Old" programs that were based on the Commission's guidelines must be superseded by new programs. After July 1, 1998, no new candidates may enroll in an old program, even if a new program is not yet available at their institution.
<b>July 1, 1999</b>	The final date for candidates to complete Special Education Specialist Credential Programs and Clinical Rehabilitative Services Credential Programs under the "old guidelines." To qualify for a credential based on an old program, candidates must have entered the program (1) prior to July 1, 1998, or (2) prior to the commencement of the new program at their campus, and they must complete the old program by July 1, 1999.



# Comprehensive Review of Teaching Credentials (SB 1422)

In July, 1995, the Commission selected a 24-member panel to advise the Commission about the Comprehensive Review of Teaching Credential Requirements. This panel is broadly representative of the education community, and includes business and parent representatives. The primary functions of the Advisory Panel, as required by state law, are to review an extensive body of information and a range of alternative policy options pertaining to the education, induction and development of teachers, and to recommend a comprehensive set of findings and conclusions to the Commission.

During 1995-96, the Advisory Panel met for twelve days to examine reports about new teacher induction programs and alternative certification options, as required by law. The Panelists used these reports and information from many other sources to identify several major issues to be investigated. To provide additional information to the Panel, the Commission has also sponsored several in-depth studies of content-related topics that are part of the SB 1422 Review. On April 29-30, 1996, the Panel began to receive reports of these sub-studies of the Review, six of which are summarized below.

## Teacher Preparation for Reading and Mathematics Instruction

The Advisory Panel examined carefully the reports by the Reading Task Force and the Mathematics Task Force that were previously appointed by the State Superintendent of Public Instruction. Two Mathematics Task Force members presented their findings and conclusions to the Panel on April 29, and three members of the Reading Task Force were scheduled to meet with the Panel on June 20. According to the Math Task Force, every prospective elementary teacher should complete at least two courses in college mathematics, and prospective teachers of high school mathematics should finish the equivalent of undergraduate degrees in mathematics. Based on these criteria, the SB 1422 Panel is reexamining the standards for mathematics teacher preparation. Following their meeting with the Reading Task Force, the panelists will also look closely at the preparation of teachers for reading instruction.

## Educational Technology in Teacher Preparation

Minimum requirements for the professional Multiple or Single Subject Teaching Credential include, by law, the completion of study of computer-based technology, including the uses of technology in educational settings. Through its regulatory authority, the Commission established those requirements in 1988. In the Fall of 1995, the Commission appointed a specialized Task Force to Review Computer Education Requirements and asked its members to make recommendations to the SB 1422 Advisory Panel.

While the Task Force acknowledged that computer education is a much needed addition to minimum credential requirements, the passage of time has revealed the need for several improvements to meet today's needs. The Task Force concluded that K-12 teaching methods and subject area curricula faced by today's beginning teachers incorporate more prevalent uses of technology and suffer from lack of skills on the part of those teachers who are not prepared.

The Task Force is now prepared to present the following recommen-

dations to the SB 1422 Advisory Panel and the Commission.

1. Beginning teachers should demonstrate technology proficiency skills before entering the classroom.
2. A variety of mechanisms should be made available to enable beginning teachers to demonstrate their proficiency in educational technology.
3. The minimum requirements should be revised to reflect current educational technology needs.
4. Programs or courses offered in satisfaction of educational technology requirements must be regularly assessed.
5. Educational technology skills should be integral components of teacher preparation throughout the continuum of subject matter study and professional training as well as the ongoing professional growth components of credential programs.
6. Finally, ongoing staff development opportunities should be made available to experienced teachers who wish to enhance their skills in educational technology.

## Health in Teacher Preparation

Minimum requirements for the clear Multiple or Single Subject Teaching Credential include, by law, the completion of a unit requirement in health education, including, but not limited to, emphasis on the physiological and sociological effects of abuse of alcohol, narcotics and drugs and of the use of tobacco. The health education unit is also required to address nutrition and include training in or verification of training in cardiopulmonary resuscitation (CPR).

The Commission has convened a task force of experts in health education to examine the health requirement and submit recommendations to the SB 1422 Advisory Panel about ways to better incorporate health education into the preparation of all teachers. Specific questions being addressed by the Health Task Force include:

1. Is preparation in health necessary for all teachers? Why or why not?
2. If so, what aspects of health should be included in teacher preparation?
3. Should preparation in health be integrated into the preservice preparation of teachers or should it continue to be offered as a stand-alone course? Are there other delivery models that should be considered? What delivery options should be available to candidates and/or institutions?
4. What standards should govern the requirement that all teachers have preparation in health?

The Health Task Force report will be available for consideration by the Advisory Panel and the Commission during the summer of 1996.

## Preparing Educators for Partnerships with Families

Assembly Bill 1264 (Martinez) was signed into law by Governor Pete Wilson on October 2, 1993. The law requires the Commission to adopt standards and requirements that emphasize the preparation of prospective teachers and other certificated educators to serve as

*See Comprehensive Review on Page 9*



## **Comprehensive Review Continued from Page 8**

active partners with parents and guardians in the education of students. As a result of AB 1264, professional preparation programs will be required to meet new standards that will address the roles of parents and guardians in the educational process, strategies for involving and working with parents and guardians, and the changing conditions of childhood and adolescence, including but not limited to, the changing family structure and ethnic and cultural diversity.

The Commission's Task Force on Partnerships with Parents is finalizing a paper that will inform the SB 1422 Advisory Panel and guide the Commission in the development of *Standards of Program Quality and Effectiveness* for preparing educators to establish effective, collaborative partnerships with families. The paper will define core competencies that educators need to develop during their professional preparation, induction, and ongoing professional development. An excerpt from this paper appears in the adjacent box.

### **School Violence and Teacher Preparation**

As a condition for licensing prospective teachers, Assembly Bill 2264 of 1993 requires the Commission to adopt standards that address principles of school safety in the preparation of future classroom teachers. In response, the Commission established the Advisory Panel on School Violence. The Panel engaged in a comprehensive study of school violence and safety, and generated a report that includes the following recommendations in the area of teacher preparation.

Teachers should receive instruction in knowledge and skills that are necessary to: (1) address their legal and professional responsibilities with regard to student behavior and school safety; (2) build a safe, positive, and nurturing school climate; (3) utilize and involve community members and resources in order to build effective relationships with communities; (4) address crisis prevention, crisis management, crisis containment, and crisis resolution; (5) build effective relationships between the school and each student's home; and (6) participate in the ongoing school safety planning process." The Commission has adopted the school violence panel report, and expects the SB 1422 Panel to include it in their review of needed changes in teacher credentialing.

### **Self Esteem and Teacher Preparation**

As a result of the Commission's response to its Advisory Panel on Self Esteem, the SB 1422 Advisory Panel is asked to consider three policy recommendations in this area:

1. The Commission should develop experientially-based training strategies in the areas of self-esteem and personal and social responsibility and disseminate these strategies to postsecondary institutions for the preparation of all educators.
2. The Commission should review, revise, and/or create standards for all credential programs to include the principles of self-esteem and personal and social responsibility wherever appropriate.
3. To the requirements for each credential, the Commission should add a standard that specifically addresses the critical nature of parent involvement in the total school program.

During the coming months, the SB 1422 Advisory Panel will focus on the ways in which these and other content-related findings should be incorporated into the professional preparation, induction and ongoing development of future teachers.

## **Parent Involvement**

In an increasingly complex, competitive, and interdependent world, students leaving school need to be highly literate and knowledgeable in disciplinary content areas and be able to work with others to solve problems in new and creative ways. These requirements present many new challenges to our educational system at a time when many argue we are already failing to prepare a large number of young people, especially those from diverse racial and ethnic backgrounds, for the jobs that exist today. The public's growing frustration and impatience with the progress of school reform, coupled with overcrowded, inadequate facilities and declining resources creates a sense of urgency for educators and families alike regarding the future of public education.

A growing number of citizens and educators believe that any workable solution to the problems facing education must include a re-conceptualization of the ways schools work with families and communities. New partnerships between families and schools must encompass a broad definition of families, so that it involves any caregiver who assumes responsibility for nurturing and caring for children. Family-school partnerships are known to be critical for effective schooling, and to produce benefits not only for students but for families, schools, and teachers: students improve their grades and test scores, attitudes toward learning, and self-esteem; families develop more confidence in the schools and in their abilities to help their children learn; and teachers experience higher morale, higher ratings by parents and more support from families.

But collaboration between schools and homes in the past has been impeded by outmoded and inadequate definitions of parent involvement, uncertainty about how to initiate, support, and sustain family-school partnerships, and, most importantly, a failure to foster the attitudes, knowledge, and skills necessary for successful collaboration in all relevant participants—educators as well as families. No amount of programs to "bring the school to the community" or investment in supportive materials and equipment can bring about home-school partnerships if educators are not prepared to initiate and support those partnerships. And if educators are to learn what they need to know to involve and work with families, their preparation must be based on a clear vision and definition of family-school partnerships.

Educator preparation for family involvement must be developed through a variety of activities, with an approach that is integrated, recursive and sensitive to individual differences. Working effectively with families should be incorporated in instruction focused on theory and curriculum as well as on field experiences. It is expected that educators' thinking and skills related to family involvement should develop with experience, becoming more comprehensive in terms of the types of activities undertaken, becoming more integrated with other aspects of teaching, becoming more long-term and collaborative, and becoming more contextualized to individual school communities. The preparation of educators to work with children extends across a continuum that begins during the undergraduate years, extends into the preparation of candidates to begin practice and the induction of new members into the profession, and continues throughout a teacher's career through ongoing professional development.

# Directive Given to the Commission's Technical Advisory Task Force on Teacher Preparation for Reading Instruction

A Technical Advisory Task Force composed of experts in the field of reading was recently appointed by Dr. Ruben L. Ingram, Executive Director of the Commission on Teacher Credentialing from June 1995 through March 1996. The Task Force will make recommendations to the Commission regarding the revision of teaching credential standards as they relate to the teaching of reading. The Task Force has been asked to:

- Advise the Professional Services Division about the content and analysis of a survey of pre-service reading courses that are currently part of elementary teacher preparation;
- Examine the current Preparation Standards for the Reading and Language Arts Specialist Credential and make recommendations to the Commission based on that examination;
- Guide the Certification Division in the establishment of a certificate for school site level reading specialists; and
- Review the current Preparation Standards for Multiple Subject and Single Subject Credential Programs as they relate to the teaching of reading and forward findings and recommendations to the Commission's Advisory Panel for the Review of Teaching Credential Requirements.

Pertaining to the fourth assignment, the final recommendations of the Task Force will be considered in conjunction with a reform effort established under the auspices of Senate Bill 1422 which requires the Commission to undertake a comprehensive examination of teacher preparation from recruitment and pre-service programs through induction and professional growth and development.

The Task Force will make periodic reports to the Commission as its work continues. For further information, please contact: Marilyn Errett at (916) 323-7140 or Linda Bond at (916) 327-0586.

**CTC  
Fact**

***From July through December 1995, the Commission issued 315 Waivers of the Reading Specialist Credential.***

# Commission Sets Passing Standards for New Teaching Examinations

In elementary and secondary schools, students' opportunities to learn important skills and knowledge depend substantially on their teachers' mastery of curriculum content as well as their ability to communicate content effectively. As the licensing agency for the teaching profession, the Commission has long been concerned about the standards for teachers' content knowledge and teaching abilities.

To address this important concern, the Commission has initiated a new system of performance assessments and examinations in the content areas that are associated with the following Single Subject Teaching Credentials:

Art Credentials	Science Credentials: Biology
English Credentials	Science Credentials: Chemistry
French Credentials	Science Credentials: Geoscience
Mathematics Credentials	Science Credentials: Physics
Music Credentials	Social Science Credentials
Physical Education Credentials	Spanish Credentials

The newest examinations in the teacher certification system are called the Single Subject Assessments for Teaching (SSAT). To develop this new battery of knowledge examinations, the Commission relied on the expertise of Content Advisory Panels of subject matter teachers, professors and curriculum specialists from California schools, colleges and counties. Once each new exam was developed, and before it was used for any certification decisions, the Commission's staff met with a Passing Standard Advisory Panel to develop a passing standard to be recommended to the Commission. Each Passing Standard Panel consisted of teachers and teacher educators who had participated in the Content Advisory Panel, as well as ones who had not previously served.

To develop appropriate passing standards, the Passing Standard Advisory Panelists participated in a series of standard-setting studies. The first phase of each study was to estimate the percentage of minimally-competent entry-level teachers who would answer each question correctly. Such estimates are professionally-based judgments about the difficulty of each exam question. After discussing the nature of these judgments, the Panel members discussed the curriculum-based job requirements for first-year teachers in California schools. They were encouraged to discuss their perspectives regarding the minimally-acceptable levels of knowledge and skills that are required to perform the job of an educator receiving an initial teaching credential in California. Before making any judgments, panel members participated in a practice exercise to make sure they understood their task.

***See Passing Standards on Page 11***

# Commission Sponsors Liberal Studies Coordinators' Conference

On February 23, 1996, the Commission on Teacher Credentialing sponsored the Second Annual Conference for educators who teach in subject matter programs for prospective elementary teachers. Eighty-two (82) university educators from forty-eight (48) colleges and universities attended the one day meeting at the Riverside County Office of Education. The purposes of the meeting were:

- to provide an opportunity for program coordinators to find out what other coordinators are doing and share activities that are going particularly well for them;
- to provide information about the Commission's future plans in the area of subject matter preparation; and
- to provide a forum where Elementary Subject Matter Program coordinators and faculty members can meet and discuss their mutual concerns.

Thirty-one participants made presentations related to the four themes of the conference: innovative curriculum, student diversity, program coordination, and experiential learning opportunities. Three of the conference presentations are highlighted below.

## **CSU, Long Beach**

Faculty presented information about their SERVE Program of service learning and early field experiences. In this program students spend extended periods of time in Long Beach Unified School District classrooms providing academic support and learning experiences for children and adolescents. The ensuing discussion suggested that candidates at many colleges and universities in California are engaged in intensive early field experiences in elementary and secondary schools and classrooms.

## **University of Redlands**

Faculty presented information about their Athenaeum Scholars course, which is taken by every liberal studies major. Students complete a portfolio that provides an opportunity for reflection and integration of their learning experiences throughout the program. This year the theme of the course is the consideration of technology and how it can be integrated into teaching and learning environments. Responses to this information indicated that many subject matter programs for undergraduate candidates include creative and innovative curricula and student assessments.

## **CPU, San Luis Obispo**

Faculty presented information about an experimental interdisciplinary course, "The American Experience." This course was created by faculty members from the English, Political Science, Chemistry, and Theater Departments at the University. The course uses ten different activities in which candidates interrelate the academic disciplines listed above as well as physics, history, and mathematics. The course combines these disciplines with service learning to create active in-depth learning experiences for students. The course also fulfills the Commission's Standard for Integrative Study, which requires that all prospective elementary teachers complete studies of cross-cutting comparisons and relationships among the academic subject areas.

Conference participants also heard the Executive Director, Dr. Ruben Ingram, discuss the Commission's commitment to strong subject matter preparation for California teachers. Dr. Ingram also discussed the agency's plan to increase avenues of communication with subject matter programs. In addition to sponsorship of future conferences, Dr. Ingram announced that information related to subject matter preparation is available through the Commission's World Wide Web Page. Finally, a subcommittee of Liberal Studies Coordinators was organized to assist the Professional Services Division related to elementary subject matter issues, and to serve as a resource to the Commission's Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422).

The evaluations completed by the participants indicated that the conference goals were achieved, and the participants were grateful to the Commission for offering another opportunity for Liberal Studies Coordinators to meet.

## ***Passing Standards Continued from Page 10***

Following the first administration of each new examination, the Passing Standard Advisory Panels met a second time to consider the impact of their prior estimates. Each panel examined the effect of the adopted standard on all examinees, and on groups of examinees that were defined on the basis of gender, ethnicity, and academic preparation. Based on this information, panelists had opportunities to reconsider and revise their estimates of the exam questions' difficulty. At the conclusion of these meetings, each panel arrived at a consensus recommendation to the Commission. The Commission subsequently adopted each panel's recommendation as the passing standard for one examination.

The Passing Standard Advisory Panels recommended *raw score standards*, which the Commission adopted. Because alternate forms of each test may vary slightly in difficulty, the Commission's *raw score standards* are converted to *scaled scores* that range from 100 to 300 points. The raw scores earned by examinees are statistically adjusted to compensate for minor variations in difficulty. On each exam, the scaled score of 220 is equivalent to the *raw score standard* that the Commission adopted.

The Commission adopted passing standards for a period of one year or more, during which time the staff will monitor the performances of examinees in relation to the new standards. If unexpected anomalies occur in examinee performances, then the Commission will reexamine and reconsider the initial passing standards.

Overall, the introduction of the Single Subject Assessments for Teaching is one step in a series of efforts by the Commission to ensure that teaching credentials are awarded to applicants who have achieved minimally-acceptable levels of knowledge and skill in the content areas they plan to teach. Students in elementary and secondary schools need such expertise to be available in every classroom.

# Adoption of Program Quality Standards for Five Single Subject Credentials

The Commission recently adopted program quality standards in five single subject credential areas. The standards were developed by subject matter advisory panels established by the Commission in early 1995. The five new sets of Program Quality Standards are noted in the shaded box.

- ***Standards of Program Quality and Effectiveness in Agriculture***
- ***Standards of Program Quality and Effectiveness in Business***
- ***Standards of Program Quality and Effectiveness in Health Science***
- ***Standards of Program Quality and Effectiveness in Home Economics***
- ***Standards of Program Quality and Effectiveness in Industrial and Technology Education***

In accordance with the Ryan Act of 1970, applicants for California teaching credentials must verify their subject matter competence by either (1) completing a program of subject matter study that has been approved by the Commission, or (2) passing a subject matter examination that has been adopted by the Commission. Program standards, or *Standards of Program Quality and Effectiveness*, ensure the adequate subject matter preparation of potential teachers at the undergraduate level. Each program standard is accompanied by a *Rationale Statement* and *Factors to Consider*, which define and clarify the standard. The final *Standards of Program Quality and Effectiveness* also include background and implementation information.

The new program standards in Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education replace a set of program guidelines that were adopted for these five subject areas in 1982. Although extensive changes have occurred in K-12 curriculum and instruction in these subject areas over the past fourteen years, the existing program guidelines have remained unchanged. The new program standards are less prescriptive than the previous guidelines, and give greater flexibility to institutions in designing programs for future teachers. The standards also give greater emphasis to issues of quality and excellence in subject matter preparation, depth and intensity of content, and the integration of college curricula.

In the fall of 1995, the Commission conducted an extensive survey to obtain the independent review of the draft program standards by teacher educators and practicing teachers in the five subject areas. The collective response to the various components of the standards was overwhelmingly supportive and complimentary of the panels' efforts. In December 1995, the advisory panels reviewed the results of the field review and reached consensus on minor, but necessary improvements in the standards.

The Commission expresses its appreciation to the members of the Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education Advisory Panels for their subject matter expertise and their dedication to the task of developing the standards. The adoption of program standards in these five subject areas represents the final stage in the Commission's effort to replace prescriptive guidelines with quality-based standards for all teaching credentials.

The Commission will distribute the adopted program standards to colleges and universities as soon as they are published. Subsequent plans for the implementation of the new standards are highlighted below:

- Regional workshops will be conducted in October and November of 1996 to provide information about the standards to colleges and universities.
- In 1996-97, the Commission will select, orient and train program review teams for the evaluation of subject matter programs on the basis of the adopted standards.
- The review and approval of subject matter programs on the basis of the adopted standards will begin shortly after January 1, 1997.
- Candidates who, prior to June 1, 1998, enroll in subject matter programs that were approved according to the Commission's "old" (1982) program guidelines may qualify for Single Subject Credentials in Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education if they complete those programs by September 1, 2001.
- Candidates who plan to qualify for Single Subject Credentials in Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education by completing approved subject matter programs should enroll in programs that fulfill the newly adopted standards before September 1, 2001. After that date, subject matter preparation must be based on the adopted standards.

The preliminary review of subject matter preparation programs under the adopted standards will consist of an intensive, qualitative review by trained teams of subject matter experts. Preliminary approval of a program will be for a term of six years. Beginning in 1999-2000, the Commission plans to study alternative designs for the subsequent review and continuing approval of subject matter programs, and to reconsider the standards in relation to changes in academic disciplines, school curricula, and students' backgrounds and needs.

***See Single Subject Credential Standards on Page 14***



# Commission Sets Passing Standards on CLAD/BCLAD Examinations

For many years the Commission has been concerned about the education of English learners and the shortage of specially-prepared teachers for these students. Recently the Commission acted to address these concerns by implementing a new set of instruments for teachers who seek to demonstrate their competence for teaching English learners. The (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Examinations consist of:

<b>Test 1:</b>	Language Structure and First- and Second-Language Development
<b>Test 2:</b>	Methodology of English Language Development and Bilingual Content Instruction
<b>Test 3:</b>	Culture and Cultural Diversity
<b>Test 4:</b>	Methodology for Primary Language Instruction
<b>Test 5:</b>	The Culture of Emphasis (Separate Tests for Armenian, Chinese, Filipino, Hmong, Khmer, Korean, Latino, Punjabi, and Vietnamese Culture.)
<b>Test 6:</b>	The Language of Emphasis (Separate Tests for Armenian, Cantonese/Mandarin, Filipino, Hmong, Khmer, Korean, Punjabi, Spanish, and Vietnamese. Each test includes four components: listening, speaking, reading, and writing.)

One way for a teacher to satisfy the requirements for a CLAD Certificate is to pass Tests 1-3. One way to satisfy one of the requirements for a BCLAD Certificate is to pass Tests 1-6. CLAD and BCLAD Certificates authorize instruction to English learners.

The CLAD/BCLAD Exams have been administered three times. On the first administration date, May 20, 1995, Tests 1-4, Test 5 for Latino culture, and Test 6 for Spanish were administered. September 9, 1995, the Commission's contractor administered Tests 1-4, Test 5s for Khmer, Korean, and Latino, and Test 6s for Khmer, Korean, and Spanish. The entire battery of CLAD/BCLAD Exams was made available on the third administration date, December 9, 1995. Planned future administration dates are:

<b>June 8, 1996</b>	<b>October 26, 1996</b>	<b>*February 22, 1997</b>	<b>June 28, 1997</b>
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\*Test 6s for languages other than Spanish will not be administered on this date.

The Commission has adopted a passing standard (i.e., the minimum score required to pass the test) for each CLAD/BCLAD exam. Passing standards were recommended to the Commission by Passing Standard Recommendation Panels that had participated in standard-setting studies. Each Passing Standard Recommendation Panel consisted of teachers, teacher trainers, and other educators with experience and expertise in the knowledge and skill areas assessed on the test. There was one Passing Standard Panel for Tests 1-3, another for Test 4, and a separate panel for each pair of Test 5 and Test 6. (For example, there was a panel for Tests 5 and 6 for Hmong.)

For each test, panel members participated in a series of activities designed to help them identify the score on the test that would be earned by a teacher who has the minimally acceptable level of knowledge and skills required to provide effective instruction to LEP students. For tests consisting entirely of multiple-choice questions (Tests 1, 4, 5, and the Reading and Listening Components of Test 6), these activities included discussion of the concept of minimal competence, individual judgments of the difficulty of each test question, discussion of a summary of those judgments, review of examinee performance data and potential passing rates, initial recommendations of a passing standard, discussion of initial recommendations, and final recommendations.

For tests consisting of both multiple-choice questions and an essay assignment (Tests 2 and 3), panel members participated in the activities listed above with respect to the multiple-choice questions. Panel members then reviewed the essay assignment, the performance characteristics against which examinee essays are evaluated, the scoring scale used to score essays, the process for scoring essays, and examinee performance data. After discussion, panel members agreed on a minimally acceptable score for the essay assuming minimally acceptable performance on the multiple-choice questions. Because the pass/fail decision would be made based on the combined performance on the essay and the multiple-choice questions, the final tasks for the panel were to determine (a) the relative weights of performance on the essay and the multiple-choice questions and (b) the lowest allowable score for each part. Several weighting options were considered. For both Tests 2 and 3, a compensatory passing standard was identified in which a high score on one part can compensate for a low score on the other part as long as scores on both the essay and multiple-choice questions are at or above the lowest allowable score.

The Speaking and Writing Components of Test 6 consist entirely of constructed-response items: speaking assignments and oral reading assignments on the Speaking Component; an essay assignment and a written translation assignment on the Writing Component. For each type of assignment, panel members reviewed actual assignments, the performance characteristics against which examinee responses are evaluated, the scoring scales used to score responses, the process for scoring responses, and examinee performance data. Following discussion, panel members identified the minimally acceptable score for each type of assignment. They then addressed how, on each component, performance on the two parts should be combined. For the Speaking Component, a compensatory passing standard was identified in which a higher-than-minimally-acceptable score on the speaking assignments can compensate for a lower-than-minimally-acceptable score on the oral reading assignments, but not vice versa. Similarly, for the Writing Component a higher-than-minimally-acceptable score on the writing assignment can compensate for a lower-than-minimally-acceptable score on the translation assignment, but not vice-versa.

As a result of the processes summarized above, the Passing Standard Recommendation Panels reached consensus on the passing standards for the tests, which the staff presented to the Commission. After review of the panels' work and recommendations, the Commission adopted the panels' recommended passing standards.

The Commission hopes that, by setting reasonable standards on these new exams, it has established an efficient route for teachers to demonstrate their capacity to teach English learners effectively.

# **http://www.ctc.ca.gov** **= cybertalk for CTC Homepage**

In January, the Commission on Teacher Credentialing crowded its way onto the information autobahn by establishing its own homepage. For those familiar with cybertalk, you will be able to find us at <http://www.ctc.ca.gov>; and your best viewing will be with Netscape Navigator (1.1 or higher) and Adobe Acrobat Reader. Access to both applications is provided via this website.

The Commission's website provides useful and current information for viewing and downloading (copying data from our computer to yours). In addition, e-mail access is provided for credential information, Troops to Teachers as well as comments concerning our website.

Available information currently includes the items noted below.

<b>About the Commission:</b>	<b>Members of the Commission, members of the staff, CTC mission statement, CTC annual schedule of meetings, CTC monthly agenda schedule, and the latest CTC newsletter.</b>
<b>Announcements:</b>	<b>Special announcements, if any.</b>
<b>Coded Correspondence:</b>	<b>The latest coded correspondence.</b>
<b>Credential Information:</b>	<b>Credential leaflets, credential information packets, e-mail access for questions.</b>
<b>Examination Information:</b>	<b>General information about CTC examinations, fees, test dates, sources of information.</b>
<b>Educational Standards:</b>	<b>General information about CTC program and subject matter standards, list of available publications and where to write to obtain them.</b>
<b>Troops to Teachers:</b>	<b>Information on qualifications, toll-free telephone as well as e-mail access for questions.</b>
<b>Other Sites of Interest:</b>	<b>Links to other homepages that contain useful information such as the California Education Code.</b>

As is the case with most websites, both the available information and the look change constantly. The Commission's website will soon include information about the Review of Teaching Credential Requirements (Senate Bill 1422); the work of the Committee on Accreditation; as well as information that will assist potential credential candidates to locate program offerings in their geographic region. If you've already seen our homepage, check it out again, its probably changed since you last saw it. If you haven't seen it, what are you waiting for?

## ***Single Subject Credential Standards***

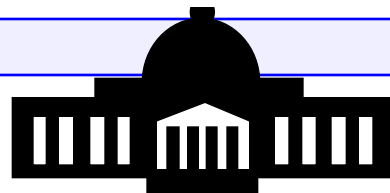
*Continued from Page 12*

With the expert assistance of advisory panel members and the Professional Services Division, the Commission continues to make progress in ensuring that credential candidates in all subject areas complete excellent subject matter preparation programs from institutions that implement the new standards of program quality. Consequently, students in California schools will have access to better prepared, better qualified teachers of Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education.

To receive a copy of the program standards in Agriculture, Business, Health Science, Home Economics, or Industrial and Technology Education, please contact Darya Callihan, Commission on Teacher Credentialing, 1812 Ninth Street, Sacramento, CA 95814, Tel. (916) 445-4103, Fax. (916) 323-0417, (E-Mail: [dcallihan@ctc.ca.gov](mailto:dcallihan@ctc.ca.gov)).

## ***Commission on Teacher Credentialing Executive Staff Members***

<b><i>Sam Swofford</i></b>	<b><i>Executive Director</i></b>
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<b><i>Sandi Derr</i></b>	<b><i>Manager, Budget and Fiscal Services</i></b>



## 1996 Legislative Update

Following are brief descriptions of legislative measures sponsored by the Commission or by other education organizations or legislators.

### Legislation Sponsored or Co-Sponsored by the Commission

1. **Senate Bill 1924 by Senator Ralph Dills** would (1) authorize the CTC to issue restricted reading certificates, (2) simplify renewals of Eminence Credentials, and (3) award funds to develop alternative driver training requirements. **Status:** Passed the Senate; in the Assembly Education Committee.

### Legislation Sponsored by Other Groups and Individuals

1. **Assembly Bill 978 by Assembly Member Bruce Thompson** would abolish the state Education Code and establish a committee to consider writing a new code. **Status:** Passed the Assembly; in Senate Education Committee. **CTC Position:** Oppose unless amended.
2. **Assembly Bill 1088 by Assembly Member Bill Morrow** would weaken WASC accreditation requirements for CTC-approved preparation programs. **Status:** Defeated in Senate Education Committee. **CTC Position:** Oppose unless amended.
3. **Assembly Bill 1432 by Assembly Member Brooks Firestone** would remove the requirement that school districts show a shortage of credentialed teachers before creating district intern programs. **Status:** In Senate Education Committee. **CTC Position:** Support if amended.
4. **Assembly Bill 2310 by Assembly Member Brooks Firestone** would reform the delivery of educational services to limited-English-proficient students in California. **Status:** On Assembly Appropriations suspense file. **CTC Position:** Seek amendments.
5. **Assembly Bill 2432 by Assembly Member Fred Aguiar** would create a new "Alternative Teacher Intern Program." **Status:** In Assembly Appropriations Committee. **CTC Position:** Oppose unless amended.
6. **Assembly Bill 2470 by Assembly Member Archie-Hudson** would provide \$2.5 million for a new para-professional teacher training program for persons seeking special education credentials. **Status:** In Assembly Appropriations Committee. **CTC Position:** Approve if amended.
7. **Assembly Bill 3075 by Assembly Member Steve Baldwin** would place more emphasis on phonics in single- and multiple-subject credential requirements. **Status:** In Assembly Appropriations Committee. **CTC Position:** Approve and seek amendments.
8. **Assembly Bill 3330 by Assembly Member Martin Gallegos** would change the Commission's composition to consist of 9 teachers, 2 public members, and 4 others, with no *ex officio* members. The CTC would run annual statewide elections to choose the teacher members. **Status:** Defeated. **CTC Position:** Oppose.
9. **Senate Bill 1568 by Senator Ralph Dills** would authorize the Commission to issue restricted reading certificates (Miller-Unruh Reading Certificates). **Status:** On Senate Floor. **CTC Position:** Approve.
10. **Senate Bill 2138 by Senator Ralph Dills** would make changes in local staff development programs for teaching limited-English-proficient students (SB 1969 programs). **Status:** In Senate Appropriations Committee. **CTC Position:** Approve.
11. **Senate Bill 2176 by Senator Pat Johnston** seeks to consolidate categorical education programs, and provide greater support for interns in alternative certification programs. **Status:** In Senate Appropriations Committee. **CTC Position:** Approve if amended.

# THE COMMISSION ON TEACHER CREDENTIALING

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*University of California*

## Commission on Teacher Credentialing

### Meeting Schedule 1996 - 1997

Dates	Location
June 6-7	Sacramento, Hilton Hotel
July 18-19	Sacramento, Hyatt Hotel
August 22-23	Sacramento, Hyatt Hotel
September	No Meeting
October 3-4	Sacramento, Clarion Hotel
November 7-8	Sacramento, Hyatt Hotel
December 5-6	Sacramento, Hyatt Hotel
January 9-10	Sacramento, Vizcaya Hotel
February 6-7	Sacramento, Hyatt Hotel
March 6-7	Sacramento, Vizcaya Hotel
April 3-4	Sacramento, Hilton Hotel
May 1-2	Sacramento, Vizcaya Hotel



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